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ABSTRACT

The purpose of this study was to analyze the perceptions of teacher education graduates from the Department of Education and Psychology at Berry College in Rome, Georgia. A survey was sent to 148 randomly selected individuals from the graduating classes of 1985 through 1990. The former students were asked to assess their level of preparation for completing the Teacher Performance Assessment Instrument (TPAI). The state of Georgia required all teachers entering the profession during this period to successfully complete this instrument in order to obtain regular teacher certification. Approximately 92 percent of the graduates responding to the survey passed the TPAI on the first or second try. The greater majority of graduates indicated that early immersion into an actual school environment through practicums was the major strength of the program. The weakness most often cited was the lack of instruction in discipline and classroom management skills. Former students also suggested that they needed more training in the areas of testing and measurement. The appendixes include lists of reported program strengths and weaknesses, suggestions for the program, the Berry College Department of Education and Psychology teacher education follow-up survey, and a graphical comparison of questions by weighted score. (Author/LL)

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An Analysis of the Perceptions of
Teacher Education Graduates on
Their Preparation for Service:
A Five Year Review

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Abstract

The objective of this study was to analyze the perceptions of teacher education graduates from the Department of Education and Psychology at Berry College in Rome, Georgia. A survey was sent to 148 randomly selected individuals from the graduating classes of 1985 through 1990. The former students were asked to assess their level of preparation concerning the Teacher Performance Assessment Instrument (TPAI). The state of Georgia required all teachers entering the profession during this period to successfully complete this instrument in order to obtain regular teacher certification. Approximately 92 percent of the graduates responding to the survey passed the TPAI on the first or second try. The greater majority of graduates indicated that early immersion into an actual school environment through practicums was the major strength of the program. The weakness most often cited was the lack of instruction in discipline and classroom management skills. Former students also suggested that they needed more training in the areas of testing and measurement.

**An Analysis of the Perceptions of Teacher Education Graduates
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A Five Year Review**

**By David R. Murray, Ed.D.
Department of Education and Psychology**

Introduction:

As part of the preconditions which are necessary to obtain and maintain accreditation of professional education units through the National Council for Accreditation of Teacher Education (NCATE), a follow up survey of the unit's graduates is required (NCATE, 1990). The objective of this five year review is to analyze the perceptions of a random selection of Berry College graduates towards the contributions and academic preparation they received from their educational experience at Berry. This included identifying and obtaining general background information on the graduates. In addition, general perceptions on the content of the teacher education program, perceptions concerning the professional courses and general perceptions pertaining to the strengths and weaknesses of the program were surveyed and will be included as part of this report.

From the graduating classes of 1985 through 1990, a random selection of 148 students were chosen for this review. The selected students were declared to be students with a major in early childhood education , middle grades education or a minor in secondary education. From this pool, 45 teacher education candidates elected to return the questionnaire. This represented a response rate of 30.4 percent.

Demographic Profile:

An analysis of the general sample would suggest that the greater majority of teacher education candidates were female of traditional college age. Approximately 89 percent of the population represented in the sample, were pursuing a Bachelors

degree while at Berry. Eleven percent were pursuing graduate or post graduate studies. The sample represented approximately 38 percent elementary majors, 22 percent from middle grades, 33 percent in secondary areas and approximately 7 percent from special subject areas (K-12). Refer to Table 1, General Information: Demographic Profile.

Table 1
General Information: Demographic Profile

Male	7	(15.56%)
Female	38	(84.44%)
Average Age	27.02	

General Information: Education Program Profile

Program Enrolled In:		
Elementary	17	(37.78%)
Middle Grades	10	(22.22%)
Secondary	15	(33.33%)
K-12 (special area)	3	(6.67%)
Degree Attained:		
Bachelors Degree	40	(88.89%)
Masters Degree	4	(8.89%)
Post Graduate (Alternative)	1	(2.22%)
Major:		
Early Childhood Education	15	(33.33%)
Middle Grades	6	(13.33%)
Elementary	2	(4.44%)
English/Language Arts	5	(11.11%)
Math	5	(11.11%)
Science/Chemistry	2	(4.44%)
Social Science	3	(6.67%)
Spanish	1	(2.22%)
Theater	1	(2.22%)
Music	4	(8.89%)
Physical Education	1	(2.22%)
Minor (only 28 [62%] reported a minor):		
Education*	16	(57.14%)
Early Childhood Education	1	(3.57%)
Middle Grades	4	(14.29%)
Computers	2	(7.14%)
Social Science/History	2	(7.14%)
Music/Voice	2	(7.14%)
Psychology	1	(3.57%)

(*the education minors were either middle grades or secondary education students)

Approximately 80 percent of those responding to the survey were currently teaching and plan to continue to teach. The average respondent has taught for 2.73 years. The greater majority (45.7 percent), teach in rural areas while only 11 percent reported teaching in urban areas.

Only 18 percent of the former students responding to this questionnaire are not currently teaching. Nine percent do not plan to pursue teaching as a career. When taking into consideration that approximately 69 percent of the sample population did not elect to fill out and return the questionnaire, it may be deemed difficult to ascertain the actual employment status of the general graduate. The decision not to participate in the survey may have been based on one's employment status. Therefore a caveat may be in order that non-response may have biased the population sample representation. Follow-up procedures were employed to encourage participation. This, however, did not appear to increase the number of respondents to any great extent.

Table 2
General Information: Employment Profile

Employment Status:

Currently Teaching:	35	(79.54%)
Average # of years of experience:	2.73	
School Profile:		
Urban - population greater than 60,000	4	(11.43%)
Suburban - area contiguous to urban area	7	(20.00%)
Small city - population 20,000-50,000	7	(20.00%)
Large town - population 10,000-20,000	1	(2.86%)
Rural - population less than 10,000	16	(45.71%)
Teaching but plan to stop	1	(2.23%)
Have not taught, but plan to begin	4	(9.09%)
Have taught, and do not plan to return	3	(6.82%)
Not currently teaching	1	(2.23%)

Former students who responded that they were either leaving education or were not planning to enter the education profession suggested that they would be pursuing graduate work, pension administration, accounting, journalism, setting up a private business or becoming homemakers.

Components of the Program

Since 1980, the Teacher Performance Assessment Instrument (TPAI) has been used as part of the assessment process of teachers in the schools throughout the state of Georgia. TPAI is a pre-designed instrument which must be passed before regular teacher certification may be obtained. Certification is required for employment in the public schools. The TPAI was designed to establish a common framework by which all education personnel in Georgia could be evaluated. This common framework was, in turn, a primary source used in determining the components of the preparation program for teacher education candidates at Berry College. The TPAI was in effect throughout the entire review period under consideration in this report.

Respondents to the survey were asked to indicate their general perceptions concerning the content of their teacher education program as it related to preparing them to successfully complete the TPAI evaluation system. Competency areas included: (1) knowledge about subject matter and the learner; (2) planning; (3) evaluation; (4) instructional methods; (5) classroom environment and management; and (6) communication skills.

Quantitative Findings:

Approximately 96 percent of the respondents agreed or strongly agreed that the Berry College Program provided them with a sound knowledge of the respective subject matter. The overwhelming majority also thought that they were able to understand concepts and factual information in their discipline areas and the areas they planned to teach. Approximately 93 percent agreed or strongly agreed that the education program provided a good understanding of competing epistemologies and learning theories. Quantitatively, the respondents indicated the program provided an understanding of various issues in the current educational reform movement (31.82% strongly agreed, 52.27% agreed). However, comments were made in the free response section which suggested that this area may be a weakness. This dichotomy may be a result of some students in special area subjects where such issues may not have been so clearly defined (art, music, physical education etc.)

The strongest perceptions Berry graduates held in this area, were that they had developed a good understanding of the differences in children's learning styles and

various developmental stages. On a weighted score, this knowledge area had the highest rating. Please refer to Table 3, Knowledge about Subject Matter and the Learner.

Table 3
Knowledge about Subject Matter and the Learner

Q#	A	(%A)	B	(%B)	C	(%C)	D	(%D)	E	(%E)	N	Wt Score
1	18	(40.00%)	25	(55.56%)	1	(2.22%)	0	(0.00%)	1	(2.22%)	45	3.31
2	15	(34.09%)	24	(54.55%)	3	(6.82%)	1	(2.27%)	1	(2.27%)	44	3.16
3	10	(22.73%)	31	(70.45%)	3	(6.82%)	0	(0.00%)	0	(0.00%)	44	3.16
4	14	(31.82%)	23	(52.27%)	5	(13.64%)	0	(0.00%)	1	(2.27%)	44	3.11
5	24	(54.55%)	18	(40.91%)	2	(4.55%)	0	(0.00%)	0	(0.00%)	44	3.50

*Question number corresponds with survey questions found in Appendix D

In the areas of curriculum development and lesson planning, it was reported that opportunities were provided to the students to develop these skills. Over 97 percent agreed or strongly agreed that they could select and/or define appropriate learning objectives. Instruction in the area of developing daily lesson plans and long range unit plans was rated highly as well. Eighty seven percent agreed or strongly agreed that they had been provided opportunities to select and develop appropriate activities to meet specified objectives and learner levels. However, instruction in the skill areas of developing simple classroom materials and in the selection of learning materials and media to meet specific objectives received the lowest weighted scores. Respondents also indicated in the free response section of the questionnaire that these kinds of activities were extremely valuable and that more such activities should be included in the overall education program. Refer to Table 4, Knowledge about Unit and Lesson Planning.

Table 4
Knowledge about Unit and Lesson Planning

Q#	A	(%A)	B	(%B)	C	(%C)	D	(%D)	E	(%E)	N	Wt Score
6	27	(60.00%)	17	(37.78%)	1	(2.22%)	0	(0.00%)	0	(0.00%)	45	3.58
7	20	(44.44%)	19	(42.22%)	5	(11.11%)	0	(0.00%)	1	(2.22%)	45	3.27
8	15	(33.33%)	23	(51.11%)	6	(13.33%)	1	(2.22%)	0	(0.00%)	45	3.16
9	26	(57.78%)	17	(37.78%)	1	(2.22%)	1	(2.22%)	0	(0.00%)	45	3.51
10	18	(40.00%)	20	(44.44%)	6	(13.33%)	1	(2.22%)	0	(0.00%)	45	3.22
11	16	(35.56%)	16	(35.56%)	9	(20.00%)	2	(4.44%)	2	(4.44%)	45	2.93

*Question number corresponds with survey questions found in Appendix D

The respondents to the questionnaire primarily agreed that opportunities to develop skills and appropriate procedures for assessing learners were provided through their respective teacher education program. Of the various skills included in this section, the monitoring of learner progress during the teaching of a lesson was given the highest rating. Skills relating to the appropriate use and interpretation of standardized tests and the use of reflective teaching to evaluate their own teaching performance were two areas which received the lowest weighted scores. Refer to Table 5, Knowledge about Evaluation.

Table 5
Knowledge about Evaluation

Q#	A	(%A)	B	(%B)	C	(%C)	D	(%D)	E	(%E)	N	Wt Score
12	14	(31.11%)	26	(57.78%)	5	(11.11%)	0	(0.00%)	0	(0.00%)	45	3.20
13	14	(31.82%)	20	(45.45%)	6	(13.64%)	1	(2.27%)	3	(6.82%)	44	2.93
14	13	(28.89%)	22	(48.89%)	7	(15.56%)	2	(4.44%)	1	(2.22%)	45	2.98
15	17	(37.78%)	24	(53.33%)	4	(8.89%)	0	(0.00%)	0	(0.00%)	45	3.29
16	8	(17.78%)	21	(46.67%)	11	(24.44%)	1	(2.22%)	4	(8.89%)	45	2.62
17	11	(24.44%)	21	(46.67%)	11	(24.44%)	1	(2.22%)	1	(2.22%)	45	2.89

*Question number corresponds with survey questions found in Appendix D

Generally there was high agreement among the respondents regarding the area of instructional methods. Over 93 percent reported that the Berry College program offered opportunities in the development and use of a wide variety of instructional methods. The data also suggested that they had opportunities to implement activities in a logical sequence and to use instructional aids in the delivery of a lesson. However it was reported that fewer opportunities existed for the students to vary and adapt the instructional units to meet changing circumstances. Table 6 presents data related to instructional methods.

Table 6
Knowledge about Instructional Methods

Q#	A	(%A)	B	(%B)	C	(%C)	D	(%D)	E	(%E)	N	Wt Score
18	16	(35.56%)	26	(57.78%)	3	(6.67%)	0	(0.00%)	0	(0.00%)	45	3.29
19	13	(28.89%)	26	(57.78%)	5	(11.11%)	1	(2.22%)	0	(0.00%)	45	3.13
20	18	(40.00%)	23	(51.11%)	4	(8.89%)	0	(0.00%)	0	(0.00%)	45	3.31
21	21	(46.67%)	18	(40.00%)	6	(13.33%)	0	(0.00%)	0	(0.00%)	45	3.33
22	13	(28.89%)	23	(51.11%)	9	(20.00%)	0	(0.00%)	0	(0.00%)	45	3.09

*Question number corresponds with survey questions found in Appendix D

Knowledge about school environments and classroom management skills was cited to be extremely important. In this area the students responded that the Berry College program had provided course work and opportunities to develop classroom environments that were warm and friendly and that they had been taught how to identify learners who were off task and how to redirect their attention. On the other hand, the lowest score received by the program was in providing skills in the area of managing disruptive behavior. Students also suggested that they had less opportunity to develop strategies which could be used to communicate expectations about classroom behavior. They also indicated they needed more input in developing strategies designed around attending to the routine tasks required of a classroom teacher. Classroom management data is presented in Table 7.

Table 7
Knowledge About Classroom Environment and Management Skills

Q#	A	(%A)	B	(%B)	C	(%C)	D	(%D)	E	(%E)	N	Wt Score
23	15	(33.33%)	18	(40.00%)	9	(20.00%)	1	(2.22%)	2	(4.44%)	45	2.96
24	19	(42.22%)	18	(40.00%)	6	(13.33%)	1	(2.22%)	1	(2.22%)	45	3.18
25	14	(31.11%)	22	(48.89%)	8	(17.78%)	1	(2.22%)	0	(0.00%)	45	3.09
26	17	(37.78%)	23	(51.11%)	4	(8.89%)	1	(2.22%)	0	(0.00%)	45	3.24
27	10	(22.73%)	15	(34.09%)	12	(27.27%)	7	(15.91%)	0	(0.00%)	44	2.64
28	11	(24.44%)	23	(51.11%)	8	(17.78%)	3	(6.67%)	0	(0.00%)	45	2.93
29	14	(31.11%)	24	(53.33%)	5	(11.11%)	2	(4.44%)	0	(0.00%)	45	3.11
30	15	(33.33%)	23	(51.11%)	7	(15.56%)	0	(0.00%)	0	(0.00%)	45	3.18
31	15	(33.33%)	23	(51.11%)	6	(13.33%)	1	(2.22%)	0	(0.00%)	45	3.16
32	15	(33.33%)	24	(53.33%)	6	(13.33%)	0	(0.00%)	0	(0.00%)	45	3.20
33	11	(24.44%)	28	(62.22%)	6	(13.33%)	0	(0.00%)	0	(0.00%)	45	3.11

*Question number corresponds with survey questions found in Appendix D

Respondents to the questionnaire generally agreed that the college provided ample opportunity for them to develop communications skills. Written expression skills were rated the highest with over 97 percent of the graduates reporting that they had developed the skills necessary to write clearly and effectively. They also reported they had developed skills to allow them to deliver clear explanations when relating lesson content and instruction. The majority also responded positively to the opportunity provided to them to develop the ability to clarify explanations or misunderstandings related to lesson content and the ability to integrate student responses or questions into the lesson being taught. Eleven percent reported that the program did not provide them with the opportunity to develop the skills required to be able to express to a

student their progress throughout the course of a lesson. Data on knowledge and skills development in communications can be found in Table 8.

Table 8
Knowledge and Skills Development in Communications Processes

Q#	A	(%A)	B	(%B)	C	(%C)	D	(%D)	E	(%E)	N	Wt Score
34	17	(37.78%)	27	(60.00%)	0	(0.00%)	1	(2.22%)	0	(0.00%)	45	3.33
35	13	(28.89%)	30	(66.67%)	2	(4.44%)	0	(0.00%)	0	(0.00%)	45	3.24
36	15	(33.33%)	26	(57.78%)	4	(8.89%)	0	(0.00%)	0	(0.00%)	45	3.24
37	16	(35.56%)	28	(62.22%)	1	(2.22%)	0	(0.00%)	0	(0.00%)	45	3.33
38	15	(33.33%)	26	(57.78%)	3	(6.67%)	0	(0.00%)	1	(2.22%)	45	3.20
39	17	(37.78%)	25	(55.56%)	2	(4.44%)	0	(0.00%)	1	(2.22%)	45	3.27
40	14	(31.11%)	25	(55.56%)	5	(11.11%)	0	(0.00%)	1	(2.22%)	45	3.13

*Question number corresponds with survey questions found in Appendix D

Eighty six percent of the respondents to the questionnaire agreed that the professional courses in education helped them to develop the teaching skills required to be successful in the classroom. In addition, 90 percent of the respondents agreed or strongly agreed that the Berry College program did help them prepare for their present position. More than 93 percent of the graduates reported that the practicum experiences provided in the education courses were highly valuable and 88 percent responded that the cooperating teacher responsible for their student teaching experience contributed to their professional training in a very competent and caring way. In fact, clinical experiences received the highest weighted score of all the components and were cited most often as the major strength of the program. The lowest score in this area related to the provision of adequate breadth and depth of content in one's specific academic major and minor.

Table 9
General Summary of Perceptions

Q#	A	(%A)	B	(%B)	C	(%C)	D	(%D)	E	(%E)	N	Wt Score
41	11	(26.19%)	25	(59.52%)	4	(9.52%)	2	(4.76%)	0	(0.00%)	42	3.07
42	13	(30.95%)	19	(45.24%)	8	(19.05%)	1	(2.38%)	1	(2.38%)	42	3.00
43	31	(72.09%)	9	(20.93%)	2	(4.65%)	1	(2.33%)	0	(0.00%)	43	3.63
44	22	(51.16%)	15	(34.88%)	4	(9.30%)	2	(4.65%)	0	(0.00%)	43	3.33
45	28	(65.12%)	10	(23.26%)	3	(6.98%)	2	(4.65%)	0	(0.00%)	43	3.49
46	20	(47.62%)	18	(42.86%)	2	(4.76%)	2	(4.76%)	0	(0.00%)	42	3.33

*Question number corresponds with survey questions found in Appendix D

Qualitative Findings:

Examination of the free response section of the questionnaire revealed participants perceptions of the strengths and weaknesses of the program. In addition suggestions of areas which might be included to further strengthen the program were solicited.

Strengths:

The greater majority of the graduates indicated that the practicum and the student teaching aspect of the program were the most important elements. Many felt that the early immersion into the actual school environment required by the program was its strongest asset.

Because the state of Georgia introduced the Teacher Performance Assessment Instrument (TPAI) as a major focus for teacher evaluation, assessment and certification, the graduates indicated that Berry was quick to realign their program and focus on the competencies they needed in order to successfully complete their teacher assessment in the broad performance areas as were outlined by the *Georgia Teacher Evaluation and Assessment Manual*, the TPAI itself, and the *Georgia Teacher Evaluation Program Manual*. 92 percent of the graduates responding to the survey indicated that they passed the TPAI on the first or second try.

Another important strength identified by the respondents was that the focus of the program was put on lesson development and planning. Many of the former students indicated that preparing them to write clear and concise lesson plans and developing instruction based on sound instructional methods was very important to their success in the classroom.

Finally, the small size of the program was viewed as a real asset. Graduates suggested that because of the small class size, they were able to receive individual attention from a caring faculty. Help outside of class was also important to them and they felt that a larger program would not have provided that kind of assistance. A more detailed list of strengths is outline in Appendix A.

Weaknesses:

The weakness most often cited by the graduates of the program was the lack of discipline techniques taught or discussed in the courses offered in the program. The graduates who filled out the questionnaire felt that the program should offer a course specifically related to classroom management and discipline. There were comments made to suggest that the many of the faculty were not truly aware of the conditions which exist in today's classroom and that the faculty needed to spend more time out in the schools.

In addition, students cited that the program did not provide adequate training in the interpretation of results from standardized tests and that the students needed more guidance in developing skills for communicating these test scores with parents in relation to student progress.

Finally, some graduates suggested that there was a lack of instruction related to more non-traditional environments. They indicated that the program appeared to focus on the "regular" traditional public school classroom without regards to more current trends or alternatives to the public schools. For example, such settings as magnet schools, open schools, Waldorf schools, etc., might be reviewed. A more detailed outline is presented in Appendix B.

Suggestions:

Several suggestions were made which focused on the weaknesses of the program. These included ideas such as offering a course on discipline and providing more opportunities for the students to create instructional materials. Other suggestions were cited as well. For instance, a graduate felt that teacher education candidates needed to develop higher levels of thinking which could be required by the development of opinion papers.

It was also suggested that the college strengthen and increase the clinical and experiential components of the program (practicums, student teaching, mentor programs, etc.) This should also include sending college faculty into "real" classrooms. Appendix C presents a review of the suggestions made by the respondents to the survey.

Conclusions:

Although the respondents to the survey were a small sample in comparison to the total population of graduates from the review cycle of 1985 through 1990, their collective responses, having been selected randomly, can be thought to be representative of all the graduates. The only concern may be a possible bias generated by non response of graduates who did not enter the teaching profession. As was indicated earlier, the number of graduates who completed the program but who did not enter education may be much higher than represented.

Many of the perceived strengths and weaknesses have already been validated by our faculty and are currently being discussed. Efforts might be made to bring more practitioners from the schools into the program as guest speakers, visiting scholars, etc. This will address the students' concerns about examining "real life" experiences and focus more on the "reality" of schools. The literature would suggest that cooperative ventures between schools, businesses and colleges of teacher education are deeply needed. For example, a recent research report from the Association for Teacher Education (ATE), suggests that colleges should provide assistance to first year teachers and should have representatives involved in support teams (Kozisek, 1990). Induction programs will be increasingly more important for our graduates as pressures are brought to bare on both the public school and teacher education preparation programs. Some of these collaborative efforts are being made. Dr. Gomez and I have both received service awards for our involvement in the Floyd County Schools Partnership Program. I have conducted a summative review of their mentor program and have authored and co-authored articles in the areas of cooperative ventures with local public school administrators. However, much more needs to be done, particularly as it relates to Standards II B and C in Category II of the NCATE standards. Criteria for compliance requires regular and systematic evaluations and follow up assistance to our graduates and first year teachers. Policies for conducting on-going evaluations and evidence of program modifications based on evaluation results needs to be done as part of NCATE's preconditions.

Recommendations:

Based on the recommendations of the former students, the department should move to include in its course offerings within existing courses, content material in the areas of classroom management and discipline and standardized testing. They should extend opportunities for students to plan and develop appropriate instructional materials and strengthen the clinical and experiential components of the program. This could include defining exact competencies to be learned or experienced in the field component. Efforts should also be made to further extend college assistance to first year teachers in the area.

To address the reality and demands of the new NCATE standards, I suggest that the compliance date be set for 1995. This will allow ample time for the college to insure that all preconditions are met and that there is appropriate time to conduct and document the various program review processes and subsequent periodic upgrades that will be the by-products of those review efforts. This may in fact necessitate such changes as raising admission standards into the teacher education program to maintain the smaller classes that our students cited as a strength and examining the faculty work load to meet the new standards. Faculty will require release time to generate the institutional research that will be needed. The focus for NCATE under the new standards will be data collection, systematic program review and documentation of on-going program renewal. If a system is established to address this focus and consistently maintained, Berry College should be able to retain national accreditation. As was indicated by an analysis of the respondents to this review, the Berry College program is meeting the needs of its education students. However, routine upgrading is required.

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Appendix A

Reported Strengths of the Program

Strengths are ranked by number of responses received for each entity:

- Student teaching, practicums and classroom experiences
- Dedicated and professional faculty
- Focus on the TPAI
- Preparing students to develop and write lesson plans
- Small size of the program
- Emphasis placed on planning and instructional methods
- Provided a good foundations in education concepts
- Individual attention given to the students by the faculty
- Help outside of class provided by the faculty
- Provided a good general knowledge base

Appendix B

Reported Weaknesses of the Program

Weaknesses are ranked by number of responses received for each entity:

Not enough taught pertaining to discipline techniques and management
No focus on teaching classroom management or time management
Need to present other aspects of teaching like how to deal with administration
Lack of experience provided for interpreting test scores
Most faculty don't appear to have been in a "real" classroom in 20 years
A "real" world perspective was not presented
Need more focus on how to teach specific topics in English
No mention of reform movements or alternatives to the traditional classroom
More guidance was needed pertaining to communicating with parents
The methods course should be divided
Program catered too much to elementary and middle grades teachers
Too much focus was put on specific skills
Some faculty were not supportive
Need a longer practicum to prepare for student teaching
Too much "busywork" for the graduate students
Art, home economics and music programs did not provide enough education background
Not enough involvement from the music department
The math program did not use enough manipulatives
The math instructors were weak in math
No need for music classes or nursery school practicum
Geography wasn't taught

Appendix C

Reported Suggestions for the Program

Suggestions are ranked by number of responses received for each entity:

- Better approach to teaching discipline
- Better approach to portraying today's student
- More classes dealing with classroom management, paperwork organization and referral methods for students with problems
- Teach ways to assess student progress
- Send faculty into "real" classrooms
- Classes should focus on "what is really out there"
- Invite veteran teachers to share tips
- Have more frequent practicums and sooner than student teaching
- Increase student teaching or implement a mentor program
- Provide more computer classes
- More focus on opinion papers and courses which force students to a higher level of thinking
- Include more affective aspects in the courses
- Have a course which focuses more on teaching specific items
- In the practicums, deal with issues like administration and discipline
- Have students participate in beginning and/or end of year activities at a school
- Courses should require students to produce more instructional materials which can be used in the classroom
- More secondary methods courses
- More emphasis on whole language
- More content in the areas of science and social studies
- Have a separate class for music, art and physical education majors so they can share ideas
- Divide the foundations course in two
- Add a theater course
- Develop a math unit in the math education program
- Keep abreast of what is happening in education
- Be practical

Appendix D
Berry College
Department of Education and Psychology
Teacher Education Follow-up Survey

The objective of this follow-up survey is to identify your perceived strengths and weaknesses of the Berry College Teacher Education Program. Your response will assist us in making improvements to better meet the needs of our future students.

I. Background Information:

Please circle the appropriate responses or fill in the appropriate blank as needed.

1. What program specialization in which you were enrolled:
a. Elementary b. Middle School c. Secondary Education
2. What degree program were you pursuing?
a. BA/BS b. Masters Degree c. Specialist d. Post Graduate (Alternative Certification)
e. Other _____
3. What was your major? _____ minor _____
4. What is your sex? a. Male b. Female
5. What is your age? _____
6. Which best describes your employment status?
a. Teaching and plan to continue
b. Teaching, but plan to stop
c. Not teaching, do not plan to teach
d. Have not taught, but plan to begin
e. Have taught, and do not plan to return
f. If not teaching, what are you doing _____
7. If applicable, how many years of teaching experience do you have (include the current year)?

8. If you do not plan to teach, what are your future aspirations?

9. If you are currently teaching, please check the item below which most accurately describes the community or area served by your school.
a. urban - population center 60,000 or more
b. suburban - area contiguous to an urban center
c. small city population center of 20,000-50,000
d. large town - area with population centers of 10,000-20,000
e. rural - area with population centers of 10,000 or less

The following competencies were drawn from the Georgia Department of Education's Teacher Performance Assessment Instrument (TPAI) which was the primary source used in the assessment of beginning teachers.

10. Were you evaluated under the TPAI assessment procedure? a. yes b. no
11. If yes, how many times did you take the TPAI before you successfully completed it?

Part II. General Perceptions on the Content of your Teacher Education Program.

For each statement, please circle the response that most closely represents your perception of knowledge and skills covered in coursework taught in the Berry College Teacher Education Program. Use the scale:

- a. strongly agree
- b. agree
- c. disagree
- d. strongly disagree
- e. not covered in coursework

A. Knowledge about Subject Matter and the Learner:

The Berry College Education Program provided:

- | | | | | | |
|--|----|----|----|----|----|
| 1. a sound knowledge of subject matter. | a. | b. | c. | d. | e. |
| 2. a knowledge of concepts and factual information in disciplines and areas that you planned to teach. | a. | b. | c. | d. | e. |
| 3. a knowledge of competing epistemologies and learning theories. | a. | b. | c. | d. | e. |
| 4. an understanding of the various issues in current educational reform movements. | a. | b. | c. | d. | e. |
| 5. a knowledge of the differences in learning styles and various developmental stages. | a. | b. | c. | d. | e. |

B. Planning:

The Berry Education Program provided the opportunity to develop the skills necessary to:

- | | | | | | |
|---|----|----|----|----|----|
| 6. select and define appropriate learning objectives. | a. | b. | c. | d. | e. |
| 7. select and develop appropriate activities to meet specified objectives and learner levels. | a. | b. | c. | d. | e. |
| 8. select learning materials and/or media to meet specified objectives. | a. | b. | c. | d. | e. |
| 9. develop daily lesson plans and long range unit plans. | a. | b. | c. | d. | e. |
| 10. successfully plan activities and assignments which address various learner differences. | a. | b. | c. | d. | e. |
| 11. develop and make simple classroom materials to support instruction. | a. | b. | c. | d. | e. |

C. Evaluation:

The Berry Education Program provided the opportunity to develop the skills necessary to:

- | | | | | | |
|---|----|----|----|----|----|
| 12. develop appropriate procedures for assessing learner performance/outcomes for specified objectives. | a. | b. | c. | d. | e. |
| 13. develop criterion referenced test items related to lesson content. | a. | b. | c. | d. | e. |
| 14. implement systematic, step-by-step procedures when assessing learner performance. | a. | b. | c. | d. | e. |
| 15. monitor learner progress during the presentation of a lesson. | a. | b. | c. | d. | e. |
| 16. appropriately use and interpret standardized norm referenced test data. | a. | b. | c. | d. | e. |
| 17. develop a system of evaluations of my own teaching performance (reflective teaching). | a. | b. | c. | d. | e. |

D. Instructional Methods

The Berry Education Program provided the opportunity to develop the skills necessary to:

- | | | | | | |
|--|----|----|----|----|----|
| 18. use a variety of instructional methods successfully. | a. | b. | c. | d. | e. |
| 19. match instructional methods with the needs of the learner. | a. | b. | c. | d. | e. |
| 20. implement activities in a logical sequence. | a. | b. | c. | d. | e. |
| 21. use instructional aids, materials and media when required to enhance the delivery of a lesson. | a. | b. | c. | d. | e. |
| 22. vary and adapt instructional units to meet changing circumstances. | a. | b. | c. | d. | e. |

E. Classroom Environment and Management

The Berry Education Program provided the opportunity to develop the skills necessary to:

- | | | | | | |
|--|----|----|----|----|----|
| 23. attend to routine tasks. | a. | b. | c. | d. | e. |
| 24. use instructional time efficiently. | a. | b. | c. | d. | e. |
| 25. develop strategies which maintain learner involvement in instructional activities. | a. | b. | c. | d. | e. |
| 26. identify learners who are off-task and redirect them. | a. | b. | c. | d. | e. |
| 27. manage disruptive behavior. | a. | b. | c. | d. | e. |
| 28. develop strategies to communicate expectations towards classroom behavior. | a. | b. | c. | d. | e. |
| 29. maintain a physical classroom environment which is conducive to learning. | a. | b. | c. | d. | e. |
| 30. communicate personal enthusiasm. | a. | b. | c. | d. | e. |
| 31. stimulate learner interest. | a. | b. | c. | d. | e. |
| 32. demonstrate warmth and friendliness. | a. | b. | c. | d. | e. |
| 33. help learners develop positive self-concepts. | a. | b. | c. | d. | e. |

F. Communications Skills.

The Berry Education Program provided the opportunity to develop the skills necessary to:

- | | | | | | |
|--|----|----|----|----|----|
| 34. communicate clearly and effectively through written expression. | a. | b. | c. | d. | e. |
| 35. communicate effectively using written expression with learners. | a. | b. | c. | d. | e. |
| 36. communicate clearly and effectively through oral expression. | a. | b. | c. | d. | e. |
| 37. develop and deliver clear explanations related to lesson content and instructions. | a. | b. | c. | d. | e. |
| 38. clarify explanations when learners misunderstand lesson content or instructions. | a. | b. | c. | d. | e. |
| 39. integrate student responses or questions into the lesson being taught. | a. | b. | c. | d. | e. |
| 40. be able to express to students their progress throughout the course of a lesson. | a. | b. | c. | d. | e. |

Part III. General Questions and Perceptions

41. Professional courses in education helped me to develop teaching skills required in my current position. a. b. c. d. e.
42. Coursework in my academic major and minor areas provided adequate breadth and depth of content. a. b. c. d. e.
43. Practicum experiences in my education courses were a valuable part of my teacher education program. a. b. c. d. e.
44. My student teaching experience was well planned and supervised by Berry faculty. a. b. c. d. e.
45. During my student teaching experience, my cooperating teacher was competent and caring and professionally contributed to my training. a. b. c. d. e.
46. The Berry College Education program helped prepare me for my present position. a. b. c. d. e.

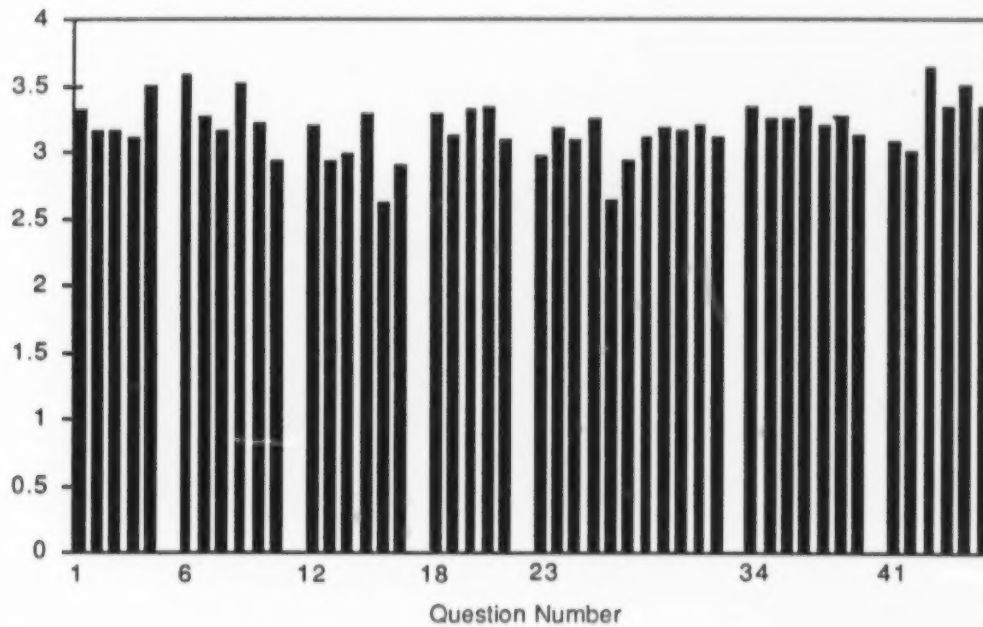
Part IV. Free Response

1. What do you perceive to be the strengths of the Berry College Education program?
2. What do you perceive to be the weaknesses of the program?
3. What suggestions would you make to strengthen the program?

Please return the completed questionnaire to: Dr. David R. Murray
Department of Education and Psychology
Berry College
5019 Mt. Berry Station
Rome GA 30149-5019

Appendix E

Graphical Comparison of Questions by Weighted Score



Questions were rated of a scale of 0-4; 4 representing the highest possible value